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ABSTRACT

This curriculum guide examines aspects essential to the development and maintenance of FLES (Foreign Language in the Elementary School) programs with particular respect to the teaching of German. Sections include: (1) a rationale for FLES, (2) basic factors in developing a program, (3) patterns of program organization, (4) teachers, (5) FLES in operation, (6) contents and methods, (7) instructional materials, (8) correlation with other areas, (9) student evaluation, (10) sample lesson plans, and (11) an extensive bibliography for administrators, teachers, and FLES pupils. Appendixes contain material on educational opportunities for FLES teachers, MLA (Modern Language Association of America) qualifications for teachers of modern foreign languages, a guide for FLES program review, and guidelines for pupil orientation. (FL)

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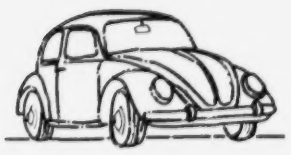
A
PROGRAM
AND
TEACHING
GUIDE

GERMAN

FOR
ELEMENTARY
SCHOOLS



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THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT

ALBANY, 1970

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FOREWORD

This curriculum guide forms part of the series of FLES guides published by the Bureau of Elementary Curriculum Development of the New York State Education Department. It is a continuation of the initial publication entitled French for Elementary Schools, published in 1966.

Work was begun on the present guide in January 1967 at a conference directed by Mr. Robert H. Johnstone, Chief of the Bureau of Elementary Curriculum Development. Present, as future writers of the guide, were Miss Louise Bolanz, teacher of German in the Washington School, Hempstead, New York and Mr. Will-Robert Teetor, Coordinator of Foreign Languages in the Ithaca Public Schools, Ithaca, New York. Department representatives from the Bureau of Foreign Languages Education were Mr. Paul M. Glaude, Chief, Mr. Paul E. Dammer, Associate, and Mr. Jerald R. Green, Associate.

In cooperation with the writer-consultants, the members of the Bureau of Foreign Languages Education developed a preliminary outline which was later altered as necessary. Mr. Dammer had special responsibility for supervision of and collaboration with the teachers; in addition, he worked very closely with Mr. Green and Mr. Glaude in resolutions of problems affecting the development of the manuscript. Mr. Glaude bore overall responsibility for the finished document. Mr. Theodore Barton, Associate in Elementary Curriculum Development, provided liaison between the two Bureaus concerned.

Mrs. Ann Lamkins, Associate in the Bureau of Elementary Curriculum Development, prepared the booklet for press.

The Department expresses its gratitude to all those who contributed and participated in the development of German for Elementary Schools.

William E. Young, Director
Curriculum Development Center

Robert H. Johnstone, Chief
Bureau of Elementary
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PART I INTRODUCTION

A. Rationale for FLES

FLES (Foreign Languages in the Elementary School) provides the opportunity for establishing a long sequence in foreign language instruction, beginning in the elementary grades and continuing through the high school program. An earlier State Education Department publication states that FLES "is based upon the need in our country to develop Americans who are able to speak and to understand the languages of other peoples of the world, as well as upon the recognition by language experts that it requires a long period of time to develop good control of a foreign language."[1]

There is a need for introducing the study of a foreign language in elementary school from both the neurophysiological and the psychological points of view. The following statements were developed at an international conference on FLES sponsored by UNESCO:

> "...it would seem that the earlier the start the better the acquisition of the basic neuro-muscular skills involved. ...A child's enormous potential in respect of the sounds of a language and his great capacity for assimilating other linguistic structures can be regarded as assets which it would be foolish to waste."[2]

It is generally agreed that children should begin the study of a foreign language at an early age for the following reasons:

1. Children enjoy learning a foreign language.
2. Children are curious about strange sounds and secret codes.
3. Children are excellent mimics.
4. Children are less self-conscious about pronouncing strange sounds than are adolescents.
5. Children do not generally object to repetition and drill.
6. Children, because of their ability to imitate so well, are capable of developing good habits of listening and correct pronunciation from FLES teachers who insist upon high standards of oral skills.
7. Children, by starting second language study early, are facilitated in the development of an intelligent understanding of language concepts in general.
8. Children benefit from a longer sequence of language study.
9. Children develop a firm foundation for continuing language study.
10. Children enjoy correlating the study of a foreign language with other areas of the elementary school curriculum.[3]
11. Children begin to master the sound of the foreign language and develop a feeling of "at homeness" with the language.
12. Children gain a cultural awareness of the people who speak the foreign language.

In this connection, Childers' views on the value of FLES are most significant: "A foreign language gives the young child a better preparation for understanding the big world he lives in; it gives a third dimension, 'my world,' to those of 'my family' and 'my country.' By immersing himself in the language and customs of a foreign people, a child begins unconsciously to identify himself with humanity in general."[4]

B. Research and the Role of FLES in the Elementary School Curriculum

Although much research is still needed in the various areas related to FLES, there are, fortunately, a number of studies which consistently point to the educational benefits of introducing a foreign language in the elementary school.

Dr. Wilder Penfield, the well-known Canadian neurosurgeon, writes that because "the uncommitted cortex must be conditioned for speech in the first decade,"[5] the study of a foreign language must be introduced before the age of 10 in order to capitalize upon the child's special physical and psychological aptitudes.

There have been some objections raised that the addition of an extra subject in the elementary school curriculum might inhibit normal growth patterns in basic subjects such as reading and mathematics. Research studies such as those conducted by Lopeto[6] and Johnson[7] have shown that normal progress in basic elementary school subjects is made even with the inclusion of a foreign language in the curriculum. Similar results were obtained in experiments conducted in St. Paul, Minn., [8] and in Hempstead.[9]

In the area of attitudinal factors, studies have shown that the early introduction of a foreign language tends to break down the "monocultural" outlook of youngsters. Riestra and Johnson[10] found that groups of fifth graders who had studied Spanish had more positive attitudes toward Spanish speaking people than those pupils who had not studied Spanish. Peal and Lambert [11] also found that 10-year-old bilingual children had more favorable attitudes toward speakers of other languages than did monolingual children.

A limited amount of research has evolved concerning the effect of FLES upon later foreign language achievement. In the Somerville, N. J. schools, foreign language achievements of high school students with and without prior FLES study were compared. The results showed that the FLES students achieved high school foreign-language grades approximately 10 percent higher than those students who had not had FLES experience. Furthermore, former Somerville FLES pupils scored, on the average, 67 points higher than non-FLES pupils on the C.E.E.B. Spanish and French Achievement Tests. [12] In another study conducted in Lexington, Mass., the results on the MLA Cooperative Foreign Language Tests indicated that those pupils who had had FLES experience had a more "comprehensive proficiency with the language." [13]

The evidence, then, is clear and convincing that the introduction of foreign language study at the elementary school level is not detrimental to learnings in basic subjects, and , furthermore, contributes greatly to the child's attitudinal responses as well as to his later success in foreign language study.

C. Statistics

According to a survey conducted by the State Education Department in 1968, there were over 83,000 elementary school children receiving foreign language instruction in New York State. [14]

Although the exact statistics for FLES programs on a nationwide basis are not available, "it is presently estimated that there are more than two million American elementary school children studying a foreign language in grades kindergarten through eight." [15]

PART II BASIC FACTORS IN DEVELOPING A FLES PROGRAM

A. Preconditions for FLES

Before a district plans to initiate a FLES program, there are certain preliminary steps that should be considered to create a climate conducive to success.

There are broad areas of concern affecting FLES that the Board of Education, in close conjunction with the local school administration, can isolate and examine. First is the growing acceptance of FLES as an integral part of the elementary school curriculum on the same terms as English, mathematics, and science. German FLES is viewed as the first phase of a long sequence in that language, a sequence which hopefully will be pursued through the secondary school, and which will result in a predetermined and realistic level of linguistic proficiency and cultural awareness. Of no less importance is the understanding that there are varying levels of attainment in all subjects and in all skill areas. The community, the teachers, and the pupils must expect the same range of variation in pupil performance in FLES that is normally associated with any other area of the elementary school curriculum.

The conviction that the FLES program is desirable and worthwhile is absolutely vital to the success of the program. The elementary classroom teachers, the local school administration, and, indeed, the foreign language staff, both elementary and secondary, must understand the goals as well as the limitations of the FLES program. Consequently, an effort must be made to approach, in a positive manner, those involved in FLES in any capacity.

In planning for the introduction of FLES, school officials should present their position in a variety of ways and by means of every available medium so that all levels of the community may be adequately informed. They may make use of public hearings, PTA meetings, community newsletters, and newspaper articles. It is often possible to invite a FLES class from a neighboring district to demonstrate the conduct of a class at the hearing or during a school assembly program. A demonstration lesson given by an enthusiastic and competent FLES teacher is often quite effective in creating interest and gaining public support.

One of the major preconditions for the establishment of a FLES program is the existence of a successful language program in grades 7-12. A successful program is one which (1) is sequential with respect to curriculum and instruction, and (2) is pursued and completed by a significant number of pupils. Completion of the program is defined as the successful completion of the most advanced language course offered in grade 12. FLES program preparedness -- the assurance of program continuity at the conclusion of the elementary program in grade 6 -- is incontrovertible evidence that a district has indeed given thought to the implications of the FLES program.

Another precondition is concerned with the availability of competent and, hopefully, experienced teachers to provide the instruction. In an era of constant teacher mobility, staff stability is an annual concern. A modest FLES program -- employing two or three full-time teachers -- is far more vulnerable to the difficulties occasioned by the departure of a single teacher. It is wise to remember that the availability of teachers is influenced in part by the choice of language (or languages) to be taught in the FLES sequence.

The budgetary needs of the program do not end with the salaries of the instructors. Funds should be budgeted for instructional materials, equipment, supplies, subscriptions to professional journals, and attendance at foreign language conferences.

In order to assure even a modicum of success, a district should be prepared to meet those important preconditions. The Board of Education, the parents, the local school administrators, and the elementary and the secondary foreign language teachers should be in general agreement with respect to the objectives of FLES that have been developed in their district. A positive approach is a necessary first step in preparing the school system and the community for the introduction of a curricular project with such far-reaching implications.

B. Selection of Pupils

The issue of pupil selection in FLES is an extremely sensitive one. In many respects, it is the issue on which the most controversy is centered. If one takes the position that FLES will eventually be accepted with full status into the elementary curriculum and that public education is intended for all children, it is difficult to find justification for the exclusion of any pupil except those with certain physical or emotional handicaps. Foreign language study should not be considered the exclusive province of academically gifted pupils. There are values in the FLES curriculum that indicate its importance to the total educational experience of all children.

A prominent foreign language educator stated recently that by insisting that only the brightest children be included in the foreign language program, foreign language is removed as a key element in the total school program.[1] It thereby becomes a minor matter among the other major subjects. Success in foreign language study does not always correlate positively with high intelligence. There are wide differences, even with a high degree of motivation and good teaching, between language achievement and IQ.[2] A realistic FLES program can provide for the child who works more slowly. He can cover the same material in less depth and over a longer period of time, and his achievement can be evaluated in terms of his own rate of mastery. As is the case with any other subject, it will be necessary to modify the curriculum, the materials of instruction, and the pace of the course to conform with the pupils' capacity for learning. The teachers, parents, and administrators must anticipate the normal variation in the pupil grades.

In those special circumstances in which a school district may choose to restrict FLES to a selected group of pupils, the rationale therefore and the criteria for pupil selection should be publicized and explained in detail. It should receive the support of the community.

C. Grade Level

The views and positions of foreign language educators concerning the optimum time for the introduction of FLES vary considerably. The Indiana State Department of Public Instruction takes the position that the third grade is the best point to start FLES, since the child is normally at the height of his second-language learning ability at that age.[3] Penfield and Roberts[4] as well as Kirch[5] report that success in second-language learning is inversely proportional to the age of the beginner. Eriksson[6] and Finocchiaro[7] agree that the third or fourth grader can add foreign language instruction to his program with maximum advantage and profit without suffering any adverse affects. The New York State Education Department has suggested grade 4 as the starting point for FLES instruction.[8] Local educational conditions vary from area to area. The individual district would do well to consider all aspects of the problem and then select the beginning grade level which best reflects those conditions.

The increased popularity of the middle school (often referred to as the intermediate school) has given rise to much confusion and uncertainty among administrators vis-à-vis the teaching of foreign languages. It is the position of the Bureau of Foreign Languages Education that the recommendations and guidelines established in the various State syllabuses adequately respond to any administrative, curricular, or instructional contingency occasioned by the creation of a middle school. This position also applies to the more recent State Education Department FLES publications.

The establishment of a 4-4-4 pattern in a given school district should not signal the elimination of an otherwise successful FLES program beginning in grade 4 (or earlier) in favor of a program which would be totally contained within the intermediate school and the senior high school. To take this action would be to ignore the findings of FLES researchers and the experience of language educators across the nation.

D. Time Allotment

Basic to an effective FLES program is the provision for the frequency and length of instruction. The ultimate success of the program may very well depend on the foresight of the FLES planning committee in seeking ways to provide instruction during the school day. A FLES program conducted before or after the normal school day or off the school premises rarely, if ever, produces the desired results. Moreover, such programs tend to be discontinued after a short trial period.

In order, therefore, to best insure FLES continuity, instruction should be provided during the normal school day. Furthermore, it is highly desirable to offer instruction on a daily basis. Daily instruction for periods of 20 minutes is far more effective than the same total amount of time offered two or three times weekly. Conditions which exist in a school district vary considerably, but the following FLES schedule has been implemented successfully in a number of New York State elementary schools:

Grade	No. of Minutes	Frequency	Minutes per week
3	15	Daily	75
4	20	Daily	100
5	25	Daily	125
6	30	Daily	150

E. Choice of Language

The language offered should depend primarily upon:

1. Provision for continuation of the foreign language in the junior and senior high schools

2. The availability of qualified teachers

3. The interests and needs of the community [9]

Parents, local school administrators, and particularly guidance personnel often need to be reminded that there is no basis in fact to the popular notions concerning the relative difficulty of languages. The contrasting grammatical features which create interference--hence learning problems--between the target language and English can be internalized by means of extensive drill activities and minimal explanation. The younger the pupils, the less severe the phonological obstacles. They can achieve superior pronunciation and intonation by virtue of their ability to mimic sounds accurately.[10] As a result, the presumed or mythical difficulty of a particular language need not be of major concern in its selection. Conversely, it should not be assumed that one language is easier than another and thus more appropriate for the FLES program.

In an effort to effect proper curricular balance, or perhaps to provide an equality of educational opportunity, some districts attempt to offer a choice of languages in the FLES program. Unless the district is large, it is doubtful that the opportunity to select from among several FLES languages in a given elementary school building serves either the pupils or the total program. Experience has demonstrated that many parents would tend to select a language on the basis of its attendant "prestige" or its reputed ease of learning. Moreover, a choice of FLES languages could result in extremely uneven language enrollments in the elementary school, and could conceivably produce staffing difficulties in the junior high school. The departure of a teacher of one of the FLES languages would be more sorely felt than one of several German teachers. The most successful FLES programs tend to be those which offer a single language within a given elementary school building. While it is impossible to predict which language will best serve the child 10 or 15 years hence, the parents and the school officials may be assured that any language, enthusiastically and effectively taught for a long sequence, will facilitate the mastery of whichever second foreign language the child may later choose.

F. Cost and Support

It should be emphasized, particularly in the context of school finance,

that FLES, as an educational venture is neither experimental nor innovative. A district need no longer undertake FLES marginally or on a limited basis. After school officials and language personnel have studied and visited other FLES programs and decided upon their particular objectives, sufficient funds should be allocated to assure FLES an auspicious beginning and a sequence long enough to achieve its goals.

In order to be successful, FLES requires time, well-trained and committed teachers, carefully designed instructional materials, a wide variety of audiovisual aids, and effective supervision. It is meaningful and consequential only when it is an integral part of a longer sequence. The support of the community at large is of basic importance. Administrators, guidance counselors, and classroom teachers are in a position to encourage the program by understanding its objectives and by cooperating in the conduct of FLES-related activities. The Board of Education may wish to introduce the idea at one or more PTA sessions to acquaint parents with the characteristics of a successful FLES program. This, too, costs money. No FLES program should be started without cooperative long-range planning on the part of educators, administrators, parents and taxpayers.[11]

PART III PATTERNS OF FLES PROGRAM ORGANIZATION

A. The FLES Classroom Teacher

In elementary schools in which the classroom teacher is also a trained foreign language teacher, the instruction in all subject areas -- including FLES -- can be offered in the "self-contained classroom." The FLES classroom teacher has: (1) the considerable advantage of knowing the strengths and weaknesses of the children; (2) the opportunity to use the foreign language frequently during the school day before and after the formal foreign language lesson; and (3) the opportunity to relate the FLES activities to other areas of the curriculum. Unfortunately, there are as yet relatively few certified elementary school teachers who are also qualified to teach a foreign language. It is expected, however, that an ever-increasing number of elementary education teacher trainees will elect to pursue a FLES concentration with a view to teaching foreign languages in the elementary school.

B. TV FLES

In an effort to overcome the lack of qualified FLES teachers, some school systems have turned to television as an aid in the teaching of foreign languages in the elementary school. Even assuming that all technical considerations such as sound reproduction, picture clarity, etc., are ideal, it should be emphasized that the television image and voice serve only one function, namely that of providing a linguistic model. This is an important phase of language instruction but it does not assure language learning. Without a qualified followup teacher (either a FLES classroom teacher or a FLES specialist) pupils tend to profit little from television viewing. Only a qualified foreign language teacher can work with pupils effectively before the telecast, during the telecast, and after the telecast, for "pupils need to participate directly by responding actively to cues on the telecast lesson."[1]

C. The FLES Specialist

Probably the most prevalent pattern of FLES program organization is the use of the FLES specialist who teaches a number of foreign language classes in one or more schools. The use of several FLES specialists often ensures foreign language instruction for all children in a school district. A program which uses FLES specialists tends to produce a higher level of oral proficiency among pupils than any other pattern. Frequently, FLES specialists and classroom teachers work as a team in planning for the fullest possible implementation of the foreign language program in the curriculum. It is the responsibility of the FLES specialist to make certain that the classroom teacher understands the goals of FLES and understands his role in preparing the class for each foreign language lesson, since "the attitude of the regular classroom teacher toward the program affects the attitude of the pupils in his class."[2]

It is important that the daily schedule of instruction for FLES specialists should not exceed reasonable limits. If the teacher travels

to more than one school, a reduction in the number of classes is indicated.

Successful language teaching has been carried on by the FLES specialist, the FLES classroom teacher, and the use of TV in combination with the specialist or teacher. While the pattern of FLES instruction depends largely upon the needs and the resources of individual districts, it should be remembered that the most effective FLES programs tend toward FLES specialists which rely exclusively upon live instruction.

PART IV THE FLES TEACHER

A. Qualifications

While effective methods and modern materials are basic to the FLES program, the ultimate success of the program is dependent to a large degree on the teacher. It is he who directs the learning activities, varies the activity to maintain a lively pace and to ensure pupil interest, and involves the total group in the language learning process.

An examination of the essential qualifications demanded of the effective FLES teacher suggests the wide range of skills which are necessary in the teaching of foreign languages in the elementary school. It is essential that the FLES teacher have a high degree of fluency in the foreign language accompanied by a near-native pronunciation, as defined by the Modern Language Association Teacher Qualifications (see Appendix B, p. 51).The pupils will acquire poor pronunciation habits as readily as good ones; therefore, the teacher linguistic example must be as perfect as can be supplied.

The teaching of foreign languages at all levels has many common objectives and techniques. It is in degree rather than in the type of technique that each level differs from the other. FLES methodology stresses the fundamental skills of listening and speaking and attaches less emphasis to reading and writing. As a result, the time allotment is distributed differently from that in the secondary school, with a far greater proportion of the class period devoted to audiolingual activities. It is particularly important that the FLES teacher be familiar with methods of encouraging pupils to speak in the foreign language. The FLES teacher should be able to demonstrate his knowledge of FLES methodology and his repertoire of original ideas and approaches.

A considerable number of present FLES teachers were originally trained as secondary school foreign language teachers. For these teachers, courses relating to the elementary school child and the elementary curriculum are indicated. In addition, the beginning FLES teacher (with secondary training and secondary-level practice teaching) might well be "assigned" to a more experienced FLES teacher to help guide him through potentially difficult situations arising from the nature of the younger pupil.

B. Certification

The revised requirements for New York State certification for teaching in the elementary school should be noted in this connection. Effective September 1, 1966, candidates preparing to teach in the early childhood and upper elementary grades (N-6) must have earned a minimum of 24 semester hours of study (at least six of which must be in upper division or graduate level courses) in a department, or in a planned interdepartmental program of studies in liberal arts.

Thus a candidate planning to teach German in the elementary school would elect a sufficient number of courses in German to satisfy this requirement for provisional certification. Similarly, a candidate preparing to teach in the early childhood and upper elementary grades and an academic subject, e.g. German , in the early secondary grades (N-9)

must present 24 semester hours in German 12 of which must be approved advanced courses. In addition, a candidate shall provide written evidence from a higher institution that he possesses a practical command of the language as an instrument of oral and written communication.[1]

C. FLES Teacher Training

It is expected that the prospective FLES German teacher will have studied German for a minimum of 3 years (preferably 4) in the secondary school and that the teacher trainee will begin university course work in German on at least the intermediate level. Twenty-four semester hours which include the beginning collegiate-level language course are insufficient to prepare competent FLES instructors.

Under current certification regulations, a candidate must present 24 semester hours in a specific department or in an interdepartmental program, depending upon the type of certification (N-6 or N-9) desired by the candidate. Because the N-9 candidate is certified to teach German from grade 1 through the second level of secondary school (German II) as well as common branch subjects through grade 6, his collegiate preparation will differ from that of the N-6 candidate. The same course offerings will not serve both types of candidate. Candidates in each sequence should take a course in the teaching of foreign languages in the elementary school. Additionally, the N-9 candidate should take the standard secondary methods course in foreign languages. Both N-6 and N-9 teacher trainees should practice teach on every level and in every area of their certificate. The N-6 candidate -- in addition to student teaching in common branch subjects -- should devote a substantial portion of his hours to FLES or FLES-related activities. Similarly, the N-9 teacher trainee should have practice teaching experience in the elementary school, FLES or FLES-related activities, and junior high school language classes.

Each teacher trainee (N-6 or N-9) should pursue college-level courses in intermediate and advanced language, advanced grammar and composition, conversation, applied linguistics and phonetics, culture and civilization, and literature.

D. The Native Speaker

In ever-increasing numbers, native speakers of German are becoming available as teachers of German on all levels. Educated native speakers represent valuable human assets to any foreign-language program, particularly in the teaching of audiolingual skills and in the teaching of the foreign culture.

Foreign-educated native speakers typically fail to meet quantitative semester-hour certification requirements, particularly in the foreign language and professional education. The New York State Education Department will recognize satisfactory performance on the MLA Foreign Language Proficiency Tests (administered by the State Education Department's College Proficiency Examination Program) in lieu of as many as 24 course credits in language and 3 course credits in professional education toward the foreign-language teaching certificate. Since there are other requirements for full certification in New York State, native speakers interested in the MLA

Tests should first consult with the Director of the College Proficiency Examination Program, New York State Education Department, Albany 12224.

Successful foreign language teaching depends to a great extent on an awareness of the contrasting elements of the native and the target languages. The instructor must be familiar with the degree and relative importance of each of the contrasting features of the two languages and he should be able to develop appropriate drills to overcome these differences.

It is important, therefore, that the chief school officer determine (1) the educated native speaker's familiarity with current foreign language and FLES techniques; (2) his understanding of the nature of the American child and of the aims and objectives of American public education; and (3) his ability to identify and if necessary, supplement materials which teach the contrasting features of German and English.

In conclusion, the successful FLES teacher must possess the skills normally associated with the elementary classroom teacher and the special skills of the foreign language instructor. As in every teaching situation, it is the individual teacher's sensitivity to the class and his pupils, his creativity and imagination in presenting new material, his persistence in pursuing realistic levels of achievement, and his personality that determine the success of the program.

PART V FLES IN OPERATION

A. Objectives

1. Linguistic

The major objective of FLES instruction is linguistic; that is, the goal is to teach the four basic language skills (listening, speaking, reading, and writing) by means of a predetermined number of grammatical patterns and a limited foreign language vocabulary. This instructional goal can be further particularized:

a. To develop a firm foundation in the sound system of the foreign language

b. To understand the foreign language within the limits of the patterns and vocabulary learned

c. To speak the foreign language using the learned patterns and vocabulary and to vary these patterns without difficulty

d. To read material in the foreign language that has been learned orally (verbatim and in recombination)

e. To write in the foreign language some material that has been read

f. To understand the sound-letter correspondences from spoken to written language

g. To understand grammatical generalizations of these patterns as a direct outcome of the drills practiced in class.

The Northeast Conference Reports, 1967, summarized the linguistic goal of FLES as follows: "...the main function of FLES in the sequence is the building of a solid foundation in linguistic competence."[1]

2. Cultural

Although the linguistic objectives of FLES are of primary importance, a companion corollary is the cultural objective. At this level, it is hoped that the pupils will develop positive attitudes toward people who speak German as a native language and that they will acquire an understanding of "the individual's role in the unending kaleidescope of life situations of every kind and the rules and models for attitude and conduct in them."[2]

It is not recommended that pupils be asked to memorize large amounts of unconnected minutiae about the countries where German is spoken, but rather that many of the customs and daily activities of German-speaking people be the vehicle for certain activities of the FLES course, thus making the cultural objective an inseparable part of the linguistic objective. Specific recommendations for achieving the cultural objective

will be discussed in the section on "Culture-Civilization."

B. Continuity and Coordination

It must be clearly stated that a FLES program cannot exist in a partial vacuum, unrelated to the rest of the foreign language program in a district. A FLES program should be viewed as the initial stage of sequential foreign language instruction, as it moves from elementary school through junior and senior high school. Adequate provision must be made for the continuity of content and instructional practices on each succeeding level, and language personnel should develop a respect for the accomplishments of preceding levels of instruction.

The linguistic and cultural content of the FLES curriculum should reflect the goals of foreign language instruction at upper levels and should be spiral in nature. FLES provides a superficial, audiolingual introduction to a grammatical pattern which is reviewed and expanded in junior high school, and, finally, is developed in greater depth and variety in the senior high school. In this way, FLES provides the phonological and structural foundation for the total language program.

In addition to insuring continuity of content and instructional practices from grade to grade and from level to level, it is essential that the instructional efforts of all FLES teachers on a given grade level be closely coordinated. This recommendation is not intended to regularize or to prescribe instruction and curriculum by supervisory fiat, but rather to encourage that all FLES teachers agree upon and use essentially the same instructional material and essentially the same practices and techniques. These desiderata should in no way discourage the resourceful and talented FLES teacher from developing his particular style of teaching nor from attempting innovative practices in the classroom. Successful innovative practices which have applicability to other foreign language teachers should be communicated to them by the district coordinator.

C. Supervision

Of primary importance to the success of a FLES program is the competent foreign language supervisor who has been charged with the direction of the entire foreign language sequence. In those districts in which there are chairmen (coordinators, supervisors, head teachers, etc.) on the various school levels, there must exist a close working relationship in order to insure the continuity and coordination of instruction.

The supervisor should give direction to the design of the FLES curriculum and he should effect curricular compatibility with the curriculum at upper levels. This aspect of the supervisory role assumes his ability to evaluate existing texts, to write curriculum materials when deficiencies are found to exist in commercially-produced texts, and to identify those FLES teachers in the district who would be able to contribute significantly in curriculum development and materials writing. In addition to this responsibility, the FLES supervisor should organize a curriculum materials center which would offer FLES teachers a wide variety of curriculum bulletins, books, records, tapes, films, pictures, transparencies, filmstrips, etc.

Probably the most challenging responsibility for the supervisor is

the improvement of instruction. The FLES supervisor must be able to identify superior (or potentially superior) candidates for teaching positions; he must design a program of orientation for the new FLES appointees; he must provide inservice opportunities for instructors; he must design a program of effective supervision; and he must create a climate which will encourage FLES teachers to evaluate and improve their instructional efforts. There are numerous techniques for the improvement of instruction: (1) frequent and regular observation of instruction; (2) post-lesson conferences; (3) written reports summarizing the strengths and weaknesses of the lesson;[3] (4) demonstration classes by the supervisor; (5) purposeful intervisitation; (6) special-purpose workshops; and (7) semester-long inservice courses.

Basic to a successful FLES program, in addition to competent instruction, a viable curriculum, and effective supervision, is the availability of appropriate instructional materials. The acquisition of instructional materials should reflect the knowledgeable participation of both teachers and supervisors. Materials under consideration for possible adoption should be examined by all FLES teachers who will be affected by the choice of texts. If possible, an effort should be made by the supervisor to visit or communicate with FLES teachers who are using the materials being considered. If this cannot be accomplished, the district should undertake a small-scale experiment to determine the effectiveness of the materials.

The FLES supervisor has other duties which fall under the purview of public relations. If his immediate responsibilities do not extend beyond the elementary school, he must represent FLES in all decisions and actions which affect foreign languages in the district. He should cooperate with his counterpart in the secondary school in arranging elementary-secondary teacher intervisitations. He should insure that the quantitative and qualitative achievements of FLES pupils are fully understood and properly interpreted by the secondary language personnel and guidance personnel. Moreover, the FLES supervisor is the spokesman for the FLES program before the board of education, the local school administration, and the community at large.

The effective FLES supervisor is concerned with "inspirational" activities. The demonstration lesson by the supervisor is useful in inspiring and in raising the performance levels of teachers. By keeping himself informed of the latest developments in foreign language methodology and materials, the FLES supervisor can convey this information to teachers and encourage them to raise their own level of professional awareness. The supervisor, too, will wish to encourage teachers to join professional language organizations and to attend their meetings. The supervisor who is most effective tends to be an outstanding foreign language teacher. Ideally, he functions well in the area of interpersonal relationships, he can provide knowledgeable leadership, and he is able to direct a number of relevant FLES activities within and outside the district. For a more detailed list of the duties of a foreign language supervisor, the reader is referred to the Northeast Conference Reports, 1966, "Coordination of Foreign Language Teaching," pp. 83-104.

PART VI CONTENT AND METHODS

A. Preparing the Child for the Language-Learning Experience

Children who begin the study of a foreign language in the elementary school set out on a learning experience which is quite unique. Like most new pleasurable endeavors, the subject matter itself would tend to motivate children and, under inspired direction, the fascination would tend to continue even long after the initial novelty has diminished. On the other hand, pupils may not be expected to adjust readily to the techniques employed in teaching foreign languages in the elementary school. Therefore, it is important, if not imperative, that the teacher invest a nominal amount of time at the outset of the course to explain to pupils -- and ideally also to parents -- the nature of foreign language learning and the objectives of a long, uninterrupted sequence. It is believed that such an investment will yield gratifying dividends in terms of (1) developing appropriate language learning habits and (2) encouraging pupils to study the language continually until the end of grade 12.

A sample discussion is provided in Appendix D to suggest one way of conducting such an early orientation session. It has been successfully used and may well serve as a model approach.

B. Audiolingual Techniques[1]

1. The Dialog

It has long been recognized that cultivation of the audiolingual skills in foreign language learning is best achieved by authentic speech in meaningful situations. The dialog, therefore, is the focal point of each unit. It provides basic structural patterns in a contextual setting within the scene of the pupils' experiences.

During the early stages of FLES it is doubtful whether all pupils will be able to comprehend entirely the situation of a new dialog. To preclude any misunderstanding on the pupils' part, the teacher should give a brief summary of a new dialog in English before introducing the dialog in German. The summary need not be a verbatim translation, but any normal structural coincidence between the English and the German will be helpful. Later in the FLES sequence, the presentation of the summary may occur either before or after the initial recitation of the dialog in German, depending on the situation. Finally, when pupils have developed considerable intuitive insight and skill in listening comprehension, the teacher may give the summary in simple German.

The entire portion of a dialog to be introduced during a class period should first be modeled at normal speed without pauses for repetition. The teacher or a prerecorded tape provide the model. During this phase of dialog presentation, pupils become accustomed to the phonological features of the utterances. The number of times a dialog is modeled for listening depends upon the length and the phonological features of the portion to be practiced, and upon the ability of pupils to assimilate new sounds and intonation patterns. Teachers customarily train pupils to move their lips silently during the third repetition of the listening model as a prelude to actual mimicry of the modeled utterances.

To further stimulate pupil interest and to ensure comprehension, the

teacher uses puppets, pictures, stick figure drawings, or other visual aids to accompany the oral presentation of a new dialog. Appropriate gestures and facial expressions add authenticity to the presentation.

The dialog, accompanied by visual stimuli, is presented again by the teacher for repetition by the pupils. First it is repeated by the entire class, then it may progress to responses by sections, e.g., by rows, by boys, or by girls. Finally it is repeated by individual pupils. It must be pointed out that individual repetition, which reveals individual problems, is most important. This procedure is followed for several days during part of the class period until the pupils have mastered the dialog. The remaining time of each class period is devoted to subsidiary activities which provide variety and maintain interest while contributing to increased mastery of the language.

2. Repetition Drills

One of the main functions of repetition drills is to develop pupil control over all phonological features of the foreign language. Another most important function is that they facilitate the learning of structures through the imitation of a model. From a point of reference, such as an utterance previously encountered in a dialog, the repetition drill may isolate one particular morphological or syntactical problem. Obviously, repetition drills must precede any drills which are designed to check pupils' competencies in solving problems themselves.

TEACHER:	PUPILS:
Ich gehe samstags nicht in die Schule.	Ich gehe samstags nicht in die Schule.
Wir gehen samstags nicht in die Schule.	Wir gehen samstags nicht in die Schule.
Hans und Fritz gehen samstags nicht in die Schule.	Hans und Fritz gehen samstags nicht in die Schule.
Hans geht samstags nicht in die Schule.	Hans geht samstags nicht in die Schule.
Heidi geht samstags nicht in die Schule.	Heidi geht samstags nicht in die Schule.
Ihr geht samstags nicht in die Schule.	Ihr geht samstags nicht in die Schule.
Du gehst samstags nicht in die Schule.	Du gehst samstags nicht in die Schule.

3. Substitution Drills

a. Number-Person

Let us assume the verb "gehen" was introduced in the dialog and practiced in a repetition drill. Pupils should now be ready -- first as a whole group, then as partial groups, then individually -- to respond automatically to cued stimuli.

The drill begins with a pattern sentence which is modeled by the teacher and repeated by the pupils. The teacher then supplies cues which the pupils include in a complete utterance.

TEACHER:	PUPILS:
Wir gehen in die Schule.	Wir gehen in die Schule.
Ich	Ich gehe in die Schule.
Hans	Hans geht in die Schule.
Hans und Fritz	Hans und Fritz gehen in die Schule.
Heidi	Heidi geht in die Schule.
Ihr	Ihr geht in die Schule.
Du	Du gehst in die Schule.

b. Replacement

Having drilled the verb "gehen" in this fashion, the teacher may then provide cues which affect other elements in the sentence.

TEACHER:	PUPILS:
Wir gehen in die Schule.	Wir gehen in die Schule.
_____ ins Kino.	Wir gehen ins Kino.
Ich_____.	Ich gehe ins Kino.
_____ nach Hause.	Ich gehe nach Hause.
___ fahre _____.	Ich fahre nach Hause.
_____ nach Kalifornien.	Ich fahre nach Kalifornien.
Wir_____.	Wir fahren nach Kalifornien.
____ fliegen_____.	Wir fliegen nach Kalifornien.
_____ nach Deutschland.	Wir fliegen nach Deutschland.

4. Transformation Drills

a. Make each statement a negative statement.

EXAMPLE:

TEACHER:

You hear: Sie geht in die Schule.

You say: Sie geht nicht in die Schule.

TEACHER:	PUPILS:
Sie geht in die Schule.	Sie geht nicht in die Schule.
Er geht in die Stadt.	Er geht nicht in die Stadt.
Ich gehe nach Hause.	Ich gehe nicht nach Hause.
Wir gehen tanzen.	Wir gehen nicht tanzen.
Es geht schnell.	Es geht nicht schnell.
Es geht mir gut.	Es geht mir nicht gut.

b. Make each statement a question.

EXAMPLE:

TEACHER:

You hear: Es geht Ihnen besser.
You say: Geht es Ihnen besser?

TEACHER:	PUPILS:
Es geht Ihnen besser.	Geht es Ihnen besser?
Du gehst schwimmen.	Gehst du schwimmen?
Hans geht nicht in die Schule.	Geht Hans nicht in die Schule?
Die Uhr geht richtig.	Geht die Uhr richtig?

c. Begin each statement with "gestern."

EXAMPLE:

TEACHER:

You hear: Heute gehen wir schwimmen.

You say: Gestern sind wir schwimmen gegangen.

TEACHER:	PUPILS:
Heute gehen wir schwimmen.	Gestern sind wir schwimmen gegangen.
Heute gehen meine Eltern tanzen.	Gestern sind meine Eltern tanzen gegangen.
Heute geht Karl ins Kino.	Gestern ist Karl ins Kino gegangen.
Heute geht Marie in die Stadt.	Gestern ist Marie in die Stadt gegangen.
Heute geht das Auto kaputt.	Gestern ist das Auto kaputt gegangen.
Heute gehe ich früh schlafen.	Gestern bin ich früh schlafen gegangen.

5. Response Drills

Response drills are intended to guide pupils gradually toward free, natural self-expression in German. The teacher asks questions of a conversational nature. The questions should be designed to elicit responses which incorporate vocabulary and structures previously learned.

TEACHER:	PUPILS:
Wie geht's dir heute, Peter?	Es geht mir gut, danke. Und Ihnen?
Mir geht's auch gut danke.	
Wann gehst du abends schlafen, Karl?	Ich gehe früh schlafen.
Bist du morgens müde, Heidi?	Nein, ich bin nicht müde.
Warum nicht?	Ich gehe abends auch früh schlafen.
Du hast eine schöne Uhr, Hans.	
Ist sie neu?	Nein, sie ist nicht neu. Sie ist alt.
Geht sie vor?	Nein, sie geht richtig.

6. Directed Dialogs

The teacher directs individual pupils (P1) to address statements or questions to other pupils (P2). With some added coaching by the teacher, pupils should be encouraged to sustain the dialog beyond the initial utterance.

TEACHER:	PUPIL 1:	PUPIL 2:
Frage Susie, wie es ihr geht.	Susie, wie geht's dir?	Es geht mir gut, danke. Und dir?
	Mir geht's auch gut, danke.	
Sage Hans, dass die Uhr nicht richtig geht.	Hans, die Uhr geht nicht richtig.	Geht sie vor?
	Nein, sie geht nach. Es ist schon elf Uhr.	Wieviel Uhr ist es denn?
Frage Peter und Ilse, ob sie heute ins Kino gehen.	Geht ihr heute ins Kino?	Nein, wir gehen heute nicht ins Kino.
	Warum nicht?	Wir sind gestern ins Kino gegangen.

7. Chain Questions

Each pupil, in turn, asks the pupil seated behind him a question. After answering, that pupil continues the chain by asking the same or another question. In this drill, pupils are asking as well as answering questions.

8. Oral Descriptions

Pupils describe objects, persons, or events. To make the transition from dialog to narrative, the teacher may first cue the description by asking carefully planned questions. Picture sequences are excellent for eliciting reports based upon activities.

9. Games

a. Riddles

(1.) Er ist gross, hat braunes Haar und blaue Augen. Wer ist es?

Ist es Robert?	Nein, es ist nicht Robert.
Ist es Franz?	Ja, es ist Franz.

b. Zwanzig Fragen

A pupil thinks of an object which the class must guess by asking questions which are answered "Ja, es ist (rund)" or "Nein, es ist nicht (rund)." When a pupil thinks he knows what the object is, he may guess. If correct, he takes his turn and selects the next object to be identified. A scorekeeper sees to it that pupils ask no more than the predetermined maximum number of questions.

C. Recommended Structures

In early foreign language learning, the control of the basic structures is more important than the acquisition of an extensive vocabulary. Structural patterns are introduced in a situational context and practiced in formalized oral drills. Since it is essential to present only authentic spoken German in situations which are meaningful to the pupils, several grammatical structures may be introduced simultaneously in a given dialog. As long as provision is made for intensive practice and frequent reinforcement, the teacher need not feel that the introduction of a particular structure as such will prove too difficult for his pupils. Children generally find little difficulty in mastering utterances which are comparable in length to those which they are capable of producing in their native tongue. Therefore, it is recommended that no utterances be "manufactured" in an attempt to simplify the language learning process; only authentic German should be used in the classroom.

Only the teacher will be able to determine whether a particular group of pupils would benefit from grammatical generalizations. It must be pointed out, however, that prominent language teachers have not been able to agree among themselves as to whether, or at what precise point, an explanation to grammar drills should be given.[2]

The following list of suggested structures for German in grades 4, 5, and 6 is a revised version of the structures outlined in German for Secondary Schools[3] for Level One of the 6-year sequence. It is included as a guide for teachers and does not pretend to be either exhaustive or prescriptive.

Suggested Structures for German in Grades 4, 5, and 6

a. Case

Nominative
Accusative

b. Gender and Number

Masculine
Feminine
Neuter
Plural

c. Articles

Definite
Indefinite
Omission before predicate nouns denoting occupation, nationality, religion

d. Nouns

Nouns of high frequency necessary to conversational and narrative topics, including:
home and family
sport and play
seasons and climate
school and environment

e. Pronouns

Personal pronouns
Interrogative pronouns
Impersonal man

f. Adjectives

Noninflected adjectives
predicate
cardinal numbers (2-1000)
Inflected adjectives
attributive
possessive, plus kein
demonstrative
ordinal numbers (1st-31st)

g. Adverbs

Frequently recurring adverbs of time, place, manner, negation, and frequency

h. Answer Words and Expletives

Ja, jawohl, doch
Nein

i. Prepositions

Dative, accusative, mixed prepositions
Contractions with definite articles

j. Conjunctions

Coordinating conjunctions
Subordinating conjunctions
dass, ob, weil
interrogatives used as subordinating conjunctions

k. Verbs

1. Mood

Indicative
Imperative (singular, plural, polite)
Conditional (sein, haben, werden, mögen)

2. Tense

Present tense
Present perfect tense
Imperfect (past) tense of the following verbs:
sein, haben, werden, bleiben plus the 6 modal auxiliaries

3. Word Order

Verb position in
declarative statements (independent clause)
questions
commands
dependent clauses

D. Reading

Although the development of the audiolingual skills is emphasized in the FLES phase of the total program, the introduction of reading should not be postponed indefinitely. Under normal conditions, with daily class meetings, by the end of the first year FLES pupils should have good control of the German sound system (both basic sounds and major intonation patterns). At that point, reading may be gradually added to the audiolingual activities described in the section above.

The teacher will take great care to ascertain that initial reading materials consist of dialogs and narratives which have been learned audiolingually. The procedure is systematic and parallels audiolingual treatment: teacher models; pupils imitate the model (in chorus, small groups, individually); pupils read aloud individually; teacher corrects pronunciation; pupils repeat correct pronunciation. Dialog adaptation exercises provide for evaluation of comprehension and reenforcement of sound-symbol association.

The teacher must determine that reading is actually taking place as pupils recite while they see written symbols before them. After the entire dialog or passage has been read in the manner described above, individual sentences, phrases, or words are "lifted" from the context and read aloud by individual pupils. Visual aids, such as flashcards or the overhead projector, are effective devices for implementing this procedure.

When, as in the case of German, there is a close fit between the spoken and written language, pupils may be encouraged to generalize regarding sound-symbol relationships in order to be able to recognize and pronounce accurately other words with identical sets of symbols. For example, having learned the sound-symbol association of au in "Frau"

and "Haus," pupils should be prepared to cope with words as "grau" or "blau" the instant they are encountered in print. The ability to analogize in this fashion also will prove extremely useful when pupils learn to write from dictation.

While reading is in itself a major skill which is entirely worthy of major development, it serves to reenforce and expand upon the audiolingual skills when it is first introduced in the FLES program. The point at which reading material will be relatively independent from audiolingual materials may vary according to individual pupils and groups of pupils.

E. Writing

The point has been made earlier that one learns to speak by imitating authentic models. Therefore, listening precedes speaking in the sequential steps of language learning. Likewise, the written symbols representing speech must have been absorbed before they can be manipulated on paper. Seeing the written representation of speech, i.e. "reading," initially serves as a model for writing and thus must occur before writing.

The model-imitation sequence progresses from listening, to speaking, to reading, to writing. This interdependence of the language skills must be reflected in the type of writing done by German FLES pupils. However, this does not mean that writing, once introduced, must regularly follow reading at a more advanced stage. It may, in practice, be fairly closely tied to speaking and even to listening. In good time, pupils should be expected to learn to write all that they can say and much of what they hear.

Initially, writing should be limited to selected connected utterances which have been learned previously. The selection should be representative of German sound-symbol associations which have already been generalized and analogized in reading. The skill developed at this stage is better described as spelling and "becomes a major factor in the productive skill of writing."[4]

At no time in the FLES sequence should writing interfere with the development of the audiolingual skills. Whenever writing is introduced, there is a danger that its importance in terms of time spent in and out of the classroom may be exaggerated. This caveat is mentioned to encourage FLES teachers to be constantly aware of the objectives of FLES instruction.

F. Culture-Civilization

The study of German will be more meaningful when it incorporates an understanding of the people whose native language is German. Skillful teachers will analyze instructional materials for the purpose of identifying lexical and structural content as well as touching on aspects of culture. A dialog containing reference to a particular holiday should elicit a discussion of when, how and why it is celebrated. A mealtime situation may well serve as a point of departure for developing an appreciation of the culinary art and eating habits of German-speaking peoples.

The information need not necessarily be supplied by the teacher. Films, filmstrips, slides, posters, and records are readily available to German FLES teachers in New York State. A number of the many fine books

describing the culture and civilization of countries where German is spoken are listed in the bibliography. They should be accessible in the school library.

The following list suggests cultural topics which may be included in a German FLES program.

HOLIDAYS

- birthdays
- Advent
- Sankt Nikolaustag
- Weihnachten
- Fasching
- Ostern
- Pfingsten

FAMOUS NAMES

- the Grimm Brothers
- Wilhelm Tell
- Johann Strauss
- Vienna Boys Choir
- Trapp Family Singers

SPORTS AND GAMES

- Fussball
- Turnverein
- Turnhalle

SCHOOL

- greeting the teacher
- hours
- school bag
- homework

FOOD

- hours of meals
- typical menu
- recipes
- use of knife and fork

DAILY LIFE

- newspapers, magazines
- polite and familiar forms of address
- transportation
  - Schnellzug, Flugzeug,
  - Autobus, Stassenbahn
- chores for farm children

PART VII INSTRUCTIONAL MATERIALS

A. Teacher Guides

Because of the emphasis upon the development of the audiolingual skills during the FLES phase of the foreign language sequence, pupil texts are normally not considered essential for at least 1 year when instruction begins in grade 4 or below and is offered grade-wide. Teacher guides, on the other hand, are indispensable blueprints for instruction. They should be designed to (1) promote those goals which the individual school district hopes to achieve; (2) provide for logical, sequential learning of the language skills; and (3) assure continuity with the materials used in the secondary schools.

Sequential FLES materials which are coordinated with junior high school texts are not as readily available for German as for French and Spanish. Therefore, until more adequate materials are available in greater quantity and variety, teachers of German FLES are likely to find themselves impelled toward developing part or all of their materials. Though burdensome, this task does not seem insuperable, especially if the teacher is alert to modern developments in foreign-language teaching. Creative teachers can produce a plan of instruction that is consistent with the school district's foreign-language objectives; is sequential within the FLES phase; and allow successful FLES pupils to continue the study of German in grade 7 rather than to begin it anew in terms of textual materials. To be sure, the task is gigantic. It necessitates a substantial expenditure of teacher time. It requires that the teacher have an excellent working knowledge of German (particularly as contrasted with English), as well as linguistic and psychological competence, plus a keen familiarity with the interests of elementary school children.

When a school system decides to create instructional materials for German FLES, two basic considerations should guide the project: it should be undertaken when the school is not normally in session; and it should draw upon the combined talents of German teachers in elementary and secondary schools as well as FLES teachers in other languages. The teacher guides and supplementary materials thus produced should be considered experimental and they should be improved whenever the teaching situation exposes flaws in either language or approach.

The project should begin with an analysis of the lexical and structural content of the text used in the junior high school. Topics and drills should be adapted to suit age and interests of elementary school pupils. Whenever possible, all adaptations should be made within the structural framework of the junior high school text to avoid unnecessary repetition of previously learned FLES material in the junior high school. FLES teachers of other languages can perform an important consultative function by relating their experience with FLES materials and by helping to analyze the format of commercially published sequential texts for languages other than German which provide for continued progression of the program after the elementary phase. The Bureau of Foreign Language Education also will stand ready to give assistance.

In establishing criteria for instructional FLES materials, the fol-

lowing questions should yield affirmative answers:

- Do the lines of dialog permit variation and expansion?
- Are the situations real and believable?
- Can the pupils identify with the characters?
- Do the situations lend themselves to the improving of cross-cultural understanding?
- Is provision made for a sufficient number and variety of drills and exercises?
- Do dialogs, narratives, and drills allow for frequent return to structures and lexical items previously learned?
- Will pupils be able to continue the study of German beyond the elementary school without being treated as beginners?

B. Realia

An attractive classroom is an aid to good teaching and, thus, to good learning experiences. Each FLES classroom should, therefore, have an area which serves as a "cultural island." Everything in the room should reflect a German atmosphere. This can be accomplished relatively easily if all the FLES classes are conducted in one room. If instruction takes place in classrooms throughout the building, a section of the display area or the bulletin board in each classroom should be designed to create this "cultural island."

In this area, maps, pictures and news items pertaining to German-speaking countries could be displayed. These should, of course, be changed frequently in order to attract and hold the children's interest. Foreign-language menus make colorful displays. They could be collected from German ocean liners, Swissair, Lufthansa or German, Swiss or Viennese restaurants which the teacher or members of the class might have visited.

German language calendars with their attractive pictures and familiar vocabulary add interest to the classroom. Large eye-catching travel posters, generally available from local travel agents, are also colorful.

Middle graders who have started stamp or coin collections could display their collections and report on that phase of the hobby which pertains to the German-speaking countries. Dolls in native costumes, stuffed animals, hand puppets, German picture books, magazines and newspapers, hand-carved figures and cuckoo clocks are some of the items which could be on display from time to time throughout the year.

One must remember, however, that the realia should be subservient to the linguistic and cultural objectives of foreign language teaching.

C. Audio-Visual Aids

There is an ever-increasing variety of electro-mechanical devices available to help develop the various language skills. A film which has been properly introduced and integrated with the text, or with the cultural material currently being studied, adds immeasurably to the presentation. It brings a sense of reality and immediacy to the dialogs and exercises. Frequently, it is profitable to show the same film several times consecutively over a few days. This will enable the class to discuss different details and aspects each time the film is projected. The

cutting of the sound track on the last showing allows the pupils the opportunity to fill in whatever they recall of the dialog or of the sound track.

The filmstrip projector has many possibilities in the FLES classroom. One frame or more may be shown to illustrate geographical information, to stimulate conversation, to accompany a dialog, or to aid in the discussion of German holidays. A tape or record may be synchronized with the filmstrip.

The tape recorder is practically a sine qua non in today's foreign-language classroom. Prerecorded tapes bring new voices into the classroom; they aid in audition and repetition which lead to memorization of the basic materials; they provide drill opportunities; they test comprehension, pronunciation, and intonation; and they bring authentic music and foreign-culture sounds into the classroom. A tape recorder equipped with a jack box and earphones can be used as a listening corner where pupils can listen to and repeat drills.

Individual recording of pupils' voices at this stage is a questionable practice if done on a large scale. Younger children, even those in secondary schools, do not easily perceive their errors unless they are specifically and individually pointed out to them. Most FLES teachers do not have the time necessary for such intensive individual drill. For the same reason, the language laboratory would probably not realize its full potential at the FLES level, although research is insufficient in this area. Portable tape recorders and phonographs and a portable cart equipped with earphones, loudspeaker, storage space, overhead and filmstrip projectors, and screen could be of inestimable value and would be far less costly than a laboratory installation with full record-playback facilities and a central console.

The phonograph, too, has many of the values of the tape recorder, and many foreign language disc recordings are available for classroom use. However, it is important at this stage not to play language recordings whose fidelity is in any way impaired.

The overhead projector has been gaining in popularity in recent years as commercial transparencies become more readily available, and as more schools are equipping themselves with the facilities to produce transparencies. Children enjoy, and benefit from, the opportunity to come forward to make figures or drawings with a grease pencil, to point out an object on the transparency as they describe it in German, or to describe the use of some object on the transparency.

The flannel board should not be overlooked in a discussion of supplementary aids. Although cutouts can be purchased in a variety of shapes, the FLES teacher, with a minimum of work, can prepare any number of objects that complement the class' current activities. Using oaktag, broad-tipped felt pens in various colors, and adhesive tape with flannel on one side, the teacher can prepare (1) verb strips with a missing last letter or a removable subject to be matched with a corresponding strip by the student, or (2) nouns that are to be placed under the column of the proper definite article. He can have pupils place adverbs in the appropriate slot, change nouns to pronouns or make them plural, and engage them in countless other activities. Simple stories can be told with printed words or pictures (cut from magazines and backed with flannel strips), numbers can be manipulated, sentences can be unscrambled, and pattern drills can be made to come alive by use of the flannel board.

PART VIII CORRELATION WITH OTHER AREAS

The primary aim of the German FLES teacher is to impart to the student the ability to express himself in German, with emphasis on correct speech patterns and proper pronunciation, rhythm, pitch and intonation. However, if the student is to reap the maximum value from his foreign language learning experience, his study of German should not be treated as a separate entity.

The language study can be correlated with other areas of the school curriculum by the classroom teacher who, in fact, may also be the German teacher, or by the FLES specialist, who should alert the regular classroom teacher to such possibilities. Correlation can be extended to include the pupil's experiences outside the classroom. For example, recent television features have included a tribute to Kurt Weill,with many of his lyrics sung in German and a Disney special based on Erich Kästner's Emil und die Detektive. The political news value of Germany makes it a regular topic on daily news programs. Further experiences can include visits to a German butcher shop or bakery. Even popular movies, such as "The Sound of Music" with its Austrian setting, introduce the child to beautiful scenery as well as to history.

Although FLES study often begins in grades 3 or 4, mention should be made here of correlation with activities at the kindergarten, first and second grade levels. These pupils can learn songs, dances, and games of German-speaking children.

In the middle grades, the area of social studies serves as a good springboard, since this curriculum includes the study of Switzerland, one of the three German-speaking countries. These pupils would be interested to learn what their Swiss counterparts do: studies, sports, chores, games, hobbies. Outside reading might also be reported in an English book report. An all-time classic, Johanna Spyri's Heidi, is still a great favorite among children.

Nine-year-olds who are now displaying an interest in other countries[1] as well as in their own country might enjoy outlining the German-speaking countries on a map, marking their capitals with a star, and perhaps even locating a few additional cities and rivers. Included might be Köln, München, Zürich, Mainz, Wiesbaden, Bayreuth, Augsburg, and der Rhein. These words, in addition to the capital cities, could then serve as the basis for an early reading lesson with exposure to German diphthongs and to the vowels ö and ü.

The English curriculum offers several good opportunities for the extension of FLES objectives. A foreign pen pal correspondence is a stimulating and fascinating way to introduce proper letter-writing forms. This can be on a school-to-school basis, such as that sponsored by the Red Cross,[2] or on an individual basis.[3] American pupils write letters in English and receive correspondence in German, which the FLES teacher would read aloud and explain to the class. At a later stage of the sequence, e.g., in secondary school, the American pupils may progress to writing in German while their German counterparts write in English. Similar exchanges using audio tapes also have proved very successful. Occasional articles in the school newspaper could report interesting activities in FLES classes.

The science lessons in grades 4, 5, and 6 often deal with the accomplishments of great men and how we benefit from their work. Perhaps

short biographical sketches of such men as Benz, Bunsen, Daimler, Diesel, Röntgen and von Braun would not only add interest during the science lesson, but also heighten the awareness that many of our achievements today are possible because of the earlier efforts and successes of men of many nations.

Although the mathematics curriculum does not normally include the metric system in the middle grades, mention of it as a number system can be made. Some city newspapers and radio stations give temperature readings and weather reports of many capital cities around the world. Perhaps a comparison of the temperature in New York, Washington, Bonn, Bern, Wien, and Berlin for one week would prove interesting.

Music classes afford some opportunities for reference to German influence. Children delight in hearing the story of the writing and first performance of "Stille Nacht, heilige Nacht" in Oberndorf and they enjoy singing this well-known carol in its original language. Learning something about famous composers of music--Bach, Beethoven, Brahms and Wagner-- can be rewarding. The most pleasurable experience, however, can be the learning of some of the many German folksongs.

With the cooperation of the art teacher, several visual projects might be planned. Pupils could construct a typical Swiss chalet or Fachwerkhaus. An extension of the school-to-school correspondence could include the exchange of the students' own art work. Art appreciation classes would undoubtedly include works by Dürer and Holbein. A "family" of puppets could also be made. They would prove useful and most popular during the daily dialog situations.

In schools where children in the middle grades have a home economics period, recipes from other lands can be collected, discussed and even tried. A class luncheon featuring "typical" foods might include noodle soup, potato salad or dumplings, Spätzle, Sauerkraut, Wurst, Linzer Torte or apple cake.

Physical education classes might include the learning of folk dances such as the Ländler or Schuhplattler.

The above suggestions are not intended to be all-inclusive. Many of them can be readily adopted by the FLES teacher, while others will require the cooperation of other teachers as well. The interested teacher will always be alert to the possibilities which new learning experiences can afford.

PART IX EVALUATION

The entire foreign language program in the elementary school should be evaluated continually in terms of its objectives as well as its teaching methods and materials. Continuous evaluation of the program should be a necessary part of planning for FLES. This appraisal should be based upon observations, comments, and exchanges of ideas, so that plans can be made for improving future instruction and implementing indicated needs for revision.[1]

The measurement of pupil progress should be an important aspect of the FLES program, and with it, the grading of pupils.
An effective testing program should:

- Give pupils a sense of accomplishment.
- Determine areas of difficulty for reteaching.
- Determine placement of children in foreign language classes.
- Provide information to teachers when a child transfers to another school.
- Provide for continuity of instruction from elementary school to the junior high school level by screening pupils for class placement.

There is a dearth of foreign language achievement tests suitable for use in FLES programs. The Pimsleur Modern Foreign Language Proficiency Tests (Harcourt, Brace and World, Inc.) and the MLA Cooperative Foreign Language Tests (Educational Testing Service) can be used at the end of the FLES sequence, but the results should be interpreted with extreme care. The Common Concepts Foreign Language Test (California Test Bureau, McGraw-Hill Book Company) measures listening comprehension only, and it reflects the attainment of Level I objectives.

There are two commercially published aptitude tests which can be useful in the FLES program: the Pimsleur Language Aptitude Battery (Harcourt, Brace and World, Inc.); and the Elementary Modern Language Aptitude Test, known commercially as the EMLAT (Psychological Corporation).

Teachers are able to make a subjective but often reliable estimate of pupils' oral performances in the foreign language,since it is expected that every lesson will provide opportunity for constant evaluation of pupil performance. However, many teachers may wish to develop classroom tests to measure individual pupil progress and to uncover areas in need of further drill. Any test must be based only on what the pupil has been taught in the language classroom.

It is advisable to test each skill separately, where possible. For classroom tests, the teacher may plan to read the questions; or, to provide greater objectivity, he may plan the use of a prerecorded tape, a recommended practice.

Types of Classroom Tests

I. For testing listening comprehension:
   1. Directions test: pupil performs actions in response to oral directions in the foreign language, such as Mach die Tür auf
   2. Picture test: response to oral statement in the foreign language; choice of three or four pictures, one of which corresponds to the oral statement
   3. Rejoinder test: response to oral statement in the foreign language; choice of one of three or four rejoinders

4. Completion of incomplete statement: multiple-choice pictures of oral phrases, preceded by the letters A, B, C, (D).

II. For testing oral performance:
1. mimicry of sounds, words, and sentences
2. directed questions ("Ask him what his name is.")
3. response to picture cues
4. response to pattern drills
5. dialog between two pupils
6. rejoinders -- responses to oral questions or comments

To assist the teacher in providing some objectivity in scoring a speaking test, the teacher may use a rating scale of 1 through 5, considering such factors as pronunciation, intonation, control of structures, and fluency.
A sample scoring sheet might look like this:

	Pronunciation					Intonation					Control of Structure					Fluency					Composite				
Names	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

III. For testing reading:
1. Pattern drill response (multiple-choice)
2. Multiple-choice of written questions based on a reading selection
3. Multiple-choice of rejoinders to statements or questions
4. Multiple-choice completion choices

IV. For testing ability in writing:
1. Accurate copying of words, sentences, and paragraphs
2. Writing from dictation (familiar material)
3. Written responses to questions about a picture (familiar material)
4. Written responses to pattern drills (familiar material)
5. Written answers to oral questions (familiar material)

PART X SAMPLE LESSON PLANS

A. The Prereading Lesson

In the early FLES program the emphasis is on listening comprehension and speaking skills. Variety of pace and technique will help create and maintain enthusiasm. Therefore, several types of stimulation drills and activities must be built into each lesson, all of which must contribute toward achieving the daily lesson objectives. This, of course, requires careful and imaginative planning.

In general, audiolingual lessons should allow for a brief warmup period using familiar materials, followed by the presentation of new material and opportunity to use it -- a game, song, or poem to offer a change of pace -- and a final, quick summary of the new material. The order of presentation and the techniques, of course, can vary according to the nature of a particular lesson.

Sample Prereading Lesson (20 minutes)

1. Warmup (familiar material)

(a.) Greetings

(Teacher and Class)
Teacher: Guten Morgen, Kinder. Wie geht's?
Class: Danke, ~~auch~~ gut. Und Ihnen?
Teacher: Danke, auch gut.

(Pupil-Pupil)
Teacher: Hans, sage Robert "Guten Tag."
Hans: Guten Tag, Robert.
Robert: Guten Tag, Hans. Wie geht's?
Hans: Danke, gut. Und dir?
Robert: Danke, auch gut.
This can be repeated by one or two other pairs of pupils.

(b.) Weather

(Teacher and Class)
Teacher: Wie ist das Wetter heute?
Class: Es regnet. (schneit, ist kalt, ist bewölkt)
Teacher: Regnet es?
Class: Ja, es regnet.
Teacher: Schneit es?
Class: Nein, es schneit nicht.

(Pupil-Pupil)
Teacher: Ida, frage Hans, ob es schneit.
Ida: Hans, schneit es?
Hans: Nein, es schneit nicht. Es regnet.

Teacher directs other pupils to ask similar questions about the weather.

(c.) Colors

(Teacher and Class)
Teacher: Welche Farbe ist die Tafel?
Class: Die Tafel ist schwarz.

Teacher: Welche Farbe ist Maries Bluse?
Class: Maries Bluse ist blau und weiss.

One or two pupils may now pose similar questions which their classmates may answer.

2. New Work: Dialog[1]

Pupil 1: Guten Morgen.
Pupil 2: Guten Morgen. Wo gehst du hin?
Pupil 1: Ich gehe in die Stadt. Ich kaufe Papier.
Pupil 2: Ich komme mit. Ich kaufe einen Bleistift.
Pupil 1: Gut. Gehen wir!

3. Review: present tense of the verb "wohnen"

Using two puppets "speaking" to one another the teacher reviews:
Wo wohnst du?
Ich wohne in Hamburg.
Wo wohnst deine Schwester?
Meine Schwester wohnt in Berlin.

The teacher now directs similar questions to individual members of the class.

Substitution drill:

Preparation

Teacher: Wo wohnst du?
Teacher: Ich wohne in Hamburg. (modelling answer)
Class: Ich wohne in Hamburg. (full-chorus imitation)

Implementation

Teacher: Wo wohnst du?
Teacher: Ich_____. (Teacher presents cue)

Pupil: Ich wohne in Hamburg.

	Pupil:
Er_____.	Er wohnt in Hamburg.
Du_____.	Du wohnst in Hamburg.
Der Mann_____.	Der Mann wohnt in Hamburg.
Karl_____.	Karl wohnt in Hamburg.
Else_____.	Else wohnt in Hamburg.

4. Summary

Practice new dialog (item 2, above) with particular emphasis upon individual pupil participation.

5. Song

Close class period with a familiar song: "Wollt ihr wissen?"

B. Reading Lesson

The interdependence of the various language skills has been discussed earlier (see p.25 .) The point to be made here is that pupils should continue to have ample opportunities to hear and to speak German while a new skill (reading) is developed. The sample lesson below employs a

partial repertoire of activities which would be appropriate during the initial reading phase, i.e., when reading materials consist of dialogs and narratives which have been learned audiolingually.

Sample Reading Lesson (30 minutes)

1. Audiolingual warm-up

(a.) Greetings

(Teacher and Class)
Teacher: Grüss Gott, Kinder. Wie geht es euch?
Class: Danke schön, sehr gut. Und wie geht es Ihnen?
Teacher: Auch gut, danke.

(Pupil and Pupil)
Teacher: Karl-Heinz, frage Antje, wie es ihr geht.
Karl-Heinz: Guten Morgen, Antje. Wie geht es dir?
Antje: Danke, es geht mir sehr gut, Karl-Heinz. Und dir?
Karl-Heinz: Auch gut, danke. Wiedersehen, Antje!
Antje: Auf Wiedersehen, Karl-Heinz!

Several pairs of pupils review greetings in similar conversations.

(b.) Pets

Teacher: Peter, frage Thomas, ob er einen Hund hat.
Peter: Thomas, hast du einen Hund?
Thomas: Ja, ich habe zwei Hunde, Peter.
Peter: Wie heissen deine Hunde, Thomas?
Thomas: Sie heissen Max und Moritz. Hast du eine Katze, Peter?
Peter: Nein, Thomas, aber meine Schwester hat eine Katze.
Thomas: Wie alt ist die Katze?
Peter: Ich weiss nicht, Thomas.

Other pairs of pupils review pets and animals in similar conversations.

2. Reading Review

The following six brief dialogs had first been learned audiolingually and were recently introduced for reading practice.

(1) Hans: Inge, wie geht's?
Inge: Nicht gut. Ich bin krank.
Hans: Das tut mir leid. Gute Besserung!
Inge: Danke.

(2) David: Heisst du Karl?
Karl: Ja, ich heisse Karl.
David: Ich heisse David. Wie geht's, Karl?
Karl: Danke, sehr gut. Auf Wiedersehen, David!
David: Auf Wiedersehen, Karl!

(3) Herr Schmidt: Heisst er Karl?
Paul: Ja, er heisst Karl, und er ist mein Freund.
Herr Schmidt: Und wie heisst du?
Paul: Ich heisse Paul.
Herr Schmidt: Wie geht's, Paul?
Paul: Sehr gut, danke. Auf Wiedersehen, Herr Schmidt!
Herr Schmidt: Auf Wiedersehen, Paul!

(4) Frau Müller: Heisst sie Antje?
Erika: Ja, sie heisst Antje, und sie ist meine Freudin.
Frau Müller: Und wie heisst du?
Erika: Ich heisse Erika.
Frau Müller: Wie geht's, Erika?
Erika: Danke, sehr gut. Auf Wiedersehen!
Frau Müller: Wiedersehen!

(5) Helmut: Tag, Peter.
Peter: Tag, Helmut! Wie geht's?
Helmut: Gut, danke.
Peter: Wo ist dein Freund Ruprecht heute?
Helmut: Ruprecht ist nicht hier.
Peter: Ist er krank?
Helmut: Nein, er ist nicht krank.
Peter: Das freut mich. Wiedersehen!
Helmut: Wiedersehen!

(6) Anni: Wo ist deine Freundin Elsa?
Helga: Meine Freundin Elsa ist krank.
Anni: Schade! Wie geht's dir, Helga?
Helga: Es geht mir gut, danke! Und dir, Anni?
Anni: Es geht mir auch sehr gut, danke.

To assure active participation by a maximum number of pupils and to provide for a smooth transition from the previous activity, there might be one choral reading of one of the dialogs, with one-half of the class reading one speaker's part and one-half reading the other speaker's part. The choral reading would be followed by a pair of pupils reading that particular dialog. The same procedure could be followed for each dialog. After each recitation, the teacher models correctly those lines of dialog in which errors in pronunciation and intonation occurred and in which the reading lacked the global effect of natural speech. Pupils repeat the corrections immediately, first in chorus, then individually. Following the reading of each or all dialogs, brief oral questionnaires are conducted to check comprehension and to reenforce the listening, speaking, and reading skills.

Example: Teacher: David, wo ist Ruprecht?
David: Er ist nicht hier.
Teacher: Erika, frage Elsa, ob Ruprecht krank ist.
Erika: Elsa, ist Ruprecht krank?
Elsa: Nein, Ruprecht ist nicht krank.

3. New Reading
New sound-and-symbol associations: v (von), z (zehn), silent h after a (Jahre).

a. Introductory dialog (shown with overhead projector)
Teacher models, pupils repeat (first in unison, then individually)

(7) Lehrer: Ist Elsa eine Freundin von dir?
Erika: Ja, sie ist eine Freundin von mir.
Lehrer: Paula, wie alt bist du?
Paula: Ich bin zehn Jahre alt.
Lehrer: Peter, wie alt ist Fritz?
Peter: Er ist schon zwölf Jahre alt.
Lehrer: Inge, hast du zwei Vettern?
Inge: Ja, ich habe zwei Vettern. Sie sind Zwillinge.
Lehrer: So? Wie alt sind die Zwillinge?
Inge: Sie sind schon zwanzig Jahre alt.

b. Spot reading of words with v, z, ah.

c. Generalizations regarding these sound-and-letter associations; refer to parallelism of Jahr and previously learned sehr, geht's, etc.

4. Assignment:

a. oral reading practice of dialog (7)

b. for above-average pupils: oral reading practice of additional words containing v, z, and silent h after vowels (supplied on separate handout): Vogel, vierzig, Vorsicht, wieviel, Zimmer, zurück, März, schwarz; Bahnhof, Fahne, Sahne, Sahl; Sohn, Bohnen, wohnen; Uhr, Schuh; berühmt, kühl, früh; gähnen.

5. Game: "Wer ist es?"
Pupil 1: Ich denke an eine Person in meiner Familie. Wer ist es? (An wen denke ich?)
Pupil 2: Ist es dein Vater? (Denkst du an deinen Vater?)
Pupil 1: Nein, es ist nicht mein Vater (ich denke nicht an meinen Vater).
Pupil 3: Ist es dein Bruder?
Pupil 1: Nein, es ist nicht mein Bruder.
Pupil 4: Ist es dein Vetter?
Pupil 1: Ja, es ist mein Vetter.

On the next day, the core of the lesson might consist of additional dialogs (8) and (9) featuring the newly learned sound-and-symbol associations. The teacher would determine whether individual pupils could be expected to read these dialogs aloud or whether initial modeling by the teacher or a tape would be necessary.

(8) Robert: Guten Tag, Paul, wie geht es dir?
Paul: Sehr gut, danke. Und wie geht es dir?

Robert: Mir geht's auch gut, danke. Sag mal, ist Fritz Kahn ein Vetter von dir?
Paul: Jawohl! Sein Vater ist der Bruder von meinem Vater.
Robert: Wie alt ist Fritz?
Paul: Ich weiss nicht genau. Vielleicht ist er zehn. Wie alt ist dein Vetter?
Robert: Er ist schon dreizehn Jahre alt.

(9) Anni: Morgen, Julia, wie geht's?
Julia: Es geht mir ziemlich gut, danke.
Anni: Wo ist dein Vetter Karl?
Julia: Er ist zu Hause. Er hat Zahnschmerzen.
Anni: Geht er zum Zahnarzt?
Julia: Ja, um zwei Uhr soll er da sein.
Anni: Geht er zu Fuss hin?
Julia: Nein, er fährt mit der Strassenbahn.
Anni: Schönen Gruss von mir!
Julia: Danke sehr. Auf Wiedersehen!
Anni: Auf Wiedersehen, Julia!

Dialogs (7), (8), and (9) contain several allusions to cross-cultural references which the alert teacher would recognize as points of departure for brief discussions. For example, pupils might be asked whether they had ever encountered the graphic representation of the word von as part of a German surname (e.g., Wernher von Braun), leading to an explanation of the origin and historical significance of such names. Referring to the line in dialog (7), "Ich bin zehn Jahre alt," the teacher might explain that at the age of 10, German children and their parents must decide which of several types of schools the children will attend and what implications this decision may have for them. Following the reference "Strassenbahn" there could be a review (or a preview, as the case may be) of similar words, such as Eisenbahn, Aschenbahn, and Achterbahn, to set off discussions about popular means of transportation, sport, and amusement parks in countries where German is spoken.

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1. Anthony Gradisnik. "Television Can Be Effective in the FLES Program --- If," Hispania. September 1966. pp. 488.

2. Northeast Conference Reports. 1964. p. 8.

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1. Amendment to Regulations of the Commissioner of Education pursuant to section 207 of the Education Law, new section 131 adopted in place of section 131 of article XV.

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1. For a detailed discussion of the topic, see "Teaching the Speaking Skill" in German for Secondary Schools (New York State Education Department, 1961). pp.22 ff.

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2. For information write to: Miss Anne Perry, Regional Director, Eastern Area, American Red Cross, 615 North St. Asaph Street, Alexandria, Va. 22314.

3. International Friendship League, Inc.; 40 Mt. Vernon Street; Boston, Massachusetts, 02108.

PART IX

1. Appendix C contains a comprehensive instrument for evaluating a total FLES program.

PART X

1. See PP. 17-18, above.

APPENDIX A

SPECIAL EDUCATIONAL OPPORTUNITIES FOR FLES TEACHERS

I. Mutual Educational and Cultural Exchange Program (Fulbright-Hays Act)

In recent years, 8-week summer seminars for American elementary and secondary school teachers of German have been held in Germany under the auspices of the Fulbright-Hays Act and the sponsorship of the Goethe Institut. Grants usually include round trip transportation from residence to destination and some travel in Germany. Application forms are generally available September 1 to October 15 from the Teacher Exchange Section, International Exchange and Training Branch, U.S. Office of Education, Washington, D.C. 20202.

II. Internationale Ferienkurse

During the summer of 1968, the following special summer courses of interest to German FLES teachers were held in Germany:

1. Universität Bonn: German language and literature
2. Universität Erlangen - Nürnberg:
   a. Man and society in Germany.
   b. Language for elementary, intermediate, and advanced levels.
3. Universität Frankfurt: Language for elementary, intermediate, and advanced levels.
4. Universität Freiburg/Breisgau: Germany since 1900.
5. Universität Hamburg: Refresher courses for teachers of German in connection with the UNESCO - Institut für Pädagogik and the Goethe - Institut.
6. Universität Heidelberg:
   a. German contributions to contemporary culture and civilization.
   b. Language for elementary, intermediate, and advanced levels.
   c. Refresher course for teachers of German.
7. Technische Hochschule Karlsruhe: Language for elementary, intermediate, and advanced levels.
8. Universität Mainz: Language and culture for elementary, intermediate, and advanced levels.
9. Universität Mannheim: Language for elementary, intermediate, and upper levels.
10. Universität München:
    a. Germany in the twentieth century
    b. Language for elementary and intermediate levels.
11. Universität Münster: Language for teachers of German.
12. Technische Hochschule Stuttgart: Conversation and phonetics.

Further information regarding "Internationale Ferienkurse" may be obtained from: Deutscher Akademischer Austauschdienst, Bad Godesberg, Kennedy - Allee 50, Federal Republic of Germany.

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III. Advanced Degree Programs in Foreign Language Education

An ever-increasing number of American colleges and universities now offer advanced degrees in foreign language education and many of the degree programs permit candidates to specialize in FLES. The following is a partial list of such institutions:

State University of New York at Buffalo, Buffalo, New York
Department of Modern Languages - Professor Douglas C. Sheppard
Teachers College, Columbia University, New York, New York
Department of Languages and Literature - Professor Robert L. Allen
New York University, New York
School of Education - Professor Emilio Guerra
Purdue University, Lafayette, Indiana
Department of Modern Languages - Professor Channing Blickenstaff
Ohio State University, Columbus, Ohio
School of Education - Professor Edward D. Allen
University of Oregon, Eugene, Oregon
School of Education - Professor Harry Carlson
University of Texas, Austin, Texas
Foreign Language Center - Professor Joseph Michel
Stanford University, Palo Alto, California
School of Education - Professor Robert L. Politzer

APPENDIX B

MLA QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Listening Comprehension	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech	Ability to understand conversation of normal tempo, lectures, and news broadcasts	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation	Ability to read aloud and to talk on prepared topics (such as, for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native
Reading	Ability to read, almost as easily as in English, material of considerable difficulty	Ability to read with immediate comprehension prose and verse of average difficulty and mature content	Ability to grasp directly (that is, without translating) the meaning of simple, nontechnical prose, except for an occasional word
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language	Ability to write a simple "free composition" such as a letter with clarity and correctness in vocabulary, idiom and syntax	Ability to write correctly sentences or paragraphs developed orally for classroom situations, and to write a simple description or message without glaring errors

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people	An awareness of language as an essential element of culture, and an understanding of the principal ways in which the foreign culture differs from our own
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with, and evaluate, new methods and techniques	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives

APPENDIX C

FLES: A GUIDE FOR PROGRAM REVIEW

Paul E. Dammer, Paul M. Glaude and Jerald R. Green
New York State Education Department

The Bureau of Foreign Languages Education of the New York State Education Department - with curricular and editorial support from the Bureau of Elementary Curriculum Development - has long supported the teaching of foreign languages in the elementary schools of New York State. Surveys to determine the status of FLES in New York State were conducted in 1957 and 1963 and the findings were published in the same year by the State Education Department. During the academic year 1967-1968, a third major survey of FLES and FLES activities will be conducted with a view toward identifying the major problem areas of FLES and providing increased supervisory services and assistance to those school districts which are either presently offering FLES or those districts which are considering introducing FLES into the elementary curriculum.

Since 1962, two FLES curriculum statements have been prepared and published by the combined efforts of the State Education Department specialists in elementary curriculum and foreign-language education, and classroom teachers and supervisors of FLES: INTRODUCING CHILDREN TO LANGUAGES (1962) and FRENCH FOR ELEMENTARY SCHOOLS (1966). Companion publications to the French statement, tentatively titled GERMAN FOR ELEMENTARY SCHOOLS and SPANISH FOR ELEMENTARY SCHOOLS, are now in preparation.

The increased State Education Department involvement expected to grow out of the findings of the planned statewide survey of FLES will doubtless address itself to a variety of problem areas. One such area - long-since identified by FLES teachers and local school administrators as perhaps the least satisfactory aspect of FLES - is that of program evaluation. The concern with evaluation is such that we have anticipated somewhat the findings of the FLES survey and we have developed an instrument which can be useful to teachers and administrators concerned with FLES. In developing the program review guide, we have drawn from the following sources: (1) professional literature on the subject of FLES; (2) statements published by this and other State departments of education and the United States Office of Education; (3) policy statements issued by professional foreign-language organizations on the State and national level; (4) foreign-language evaluative instruments devoted wholly or partially to the special problems of FLES; (5) observations of countless FLES classes and lengthy dialogues with FLES teachers and local school administrators. It must be added that this guide for review is coordinated with the long-established guide for review of secondary school foreign-language programs and that it has unquestionably been influenced by it both in the letter and in the spirit.

It must be stressed that the accompanying program review guide is not designed to yield a "score" that could possibly be used to encourage invidious comparisons between unlike FLES programs. The guide is intended

for use on the local level by local people. The items in this instrument are of two types: primarily informational, data-eliciting (e.g., I,5; II,1); primarily evaluative. The former are of historical interest, pertinent to a general appreciation of the origin and establishment of the program, and sometimes giving insight into the district-wide foreign language program at all levels. The latter combine both to provide evidence of the quality of the program and to enumerate some of the elements of a sound program.

Although most of the evaluative questions require "Yes" or "No" answers, there is no pattern to the answers possibly elicited. For example, it is quite reasonable - but not absolutely inevitable - that a "Yes" answer to I,10 will give more evidence of a sound program than will a "No" answer. On the other hand, it is relatively certain that "No" answers to I,11,12,13 will give more evidence of a sound program than will "Yes" answers to those questions.

No key with the "right" answers is supplied. This means that the self-evaluators (administrators and FLES teachers) will have to be knowledgeable in general and specific terms. We at the State level know what we want and what we urge our colleagues in the classroom to develop. However, they are usually in a good position to determine the priorities they should adopt in improving any weaknesses revealed by the survey. To be sure, we stand ready to help them interpret their self-evaluation in the light of the principles to which we have agreed among ourselves, which we have made known in Department manuals, professional publications, and public as well as private addresses, with most of which they are presumably familiar.

The accompanying guide for program review has been revised and restructured several times in the interests of brevity and ease of interpretation and completion. The present length, we believe, best serves these considerations without compromising the interests of those persons whose expressions of concern caused us to develop this guide. It is expected that the program review guide - in its present or somewhat revised form - will be incorporated in the German and Spanish statements now in preparation.

The program review guide is viewed by its authors as little more than a first draft. We encourage readers to offer suggestions and criticism and to communicate them with us.

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

(FLES)

A GUIDE FOR PROGRAM REVIEW

I. PROGRAM OBJECTIVES

1. Is there a successful and well-established sequence of foreign-language instruction in grades 7 through 12? Yes/__/ No/__/

If your answer to the above question is NO, please explain briefly:_____

_____

2. Have FLES pupils and their parents been informed of the objectives and implications of the FLES program, e.g., a commitment to pursue the study of that language through grade 12? Yes/☐ No/☐

   If your answer to the above question is YES, please indicate the means by which this information was conveyed:_____

   _____

3. Have specific and clearly formulated objectives (listening, speaking, reading, writing, cultural insight) been developed for the FLES program? Yes/☐ No/☐

4. Does the FLES instruction reflect the stated objectives of the program? Yes/☐ No/☐

5. What single group provided the leadership in establishing the FLES program?

   a. Local school administration ☐

   b. Board of Education ☐

   c. P.T.A. ☐

   d. Foreign-language supervisor or chairman ☐

   e. Foreign-language teachers ☐

   f. Other:_____

6. Do the elementary classroom teachers (those involved in the program as well as those not directly affected by its impact) fully understand and endorse the FLES program? Yes/☐ No/☐

7. Do elementary school administrators fully understand and endorse the FLES program? Yes/☐ No/☐

8. Are FLES teachers aware of,and do they identify with,the objectives of the foreign-language program in grades 7-12? Yes/☐ No/☐

9. Do the secondary language teachers fully understand and endorse the FLES program? Yes☐ No☐

10. Were the secondary language teachers involved in formulating the objectives - both general and specific - of the FLES program? Yes☐ No☐

11. Is the FLES program viewed as an "enrichment" feature - preparatory to bona fide language instruction in grade 7? Yes☐ No☐

    If your answer is YES to the above question, please explain briefly:_____
    _____
    _____

12. Is the FLES program considered "experimental" by the local school administration, the FLES teachers, and the rest of the staff? Yes☐ No☐

13. Does the approach to language learning change radically in grade 7? Yes☐ No☐

    If your answer to the above question is YES, please explain briefly:_____
    _____
    _____

II. PROGRAM ORGANIZATION

1. In what year was FLES introduced in your school district? 19__

2. Has FLES been offered continuously since the above date? Yes☐ No☐

    If your answer is NO to the above question, please explain:_____
    _____
    _____

3. FLES begins in grade _____.

4. Frequency and Duration of Instruction

GRADE	NO. OF SESSIONS PER WEEK	MINUTES PER SESSION	NO. OF WEEKS
1			
2			
3			

GRADE	NO. OF SESSIONS PER WEEK	MINUTES PER SESSION	NO. OF WEEKS
4			
5			
6			

If No. of Weeks is less than 40, please explain:_____

_____

5. What language(s) is (are) being taught during the current academic year (19 -)?

	PUPIL ENROLLMENT BY GRADE					
Language (Please Check)	1	2	3	4	5	6
French ☐						
Spanish ☐						
German ☐						
Italian ☐						
Russian ☐						
Other:						

6. Are the languages taught during the current academic year (19 -) the same as those taught last year (19 -)? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

_____

7. What was the major determining factor in the choice of language(s) presently being taught in the elementary schools?

a. Availability of teachers ☐

b. National origin of large segment of community ☐

c. Foreign-language offerings in the junior high school ☐

d. Community desires ☐

8. Are the languages which are taught in the elementary school offered in grades 7-9? Yes☐ No☐

If your answer to the above question is NO, please explain briefly:_____

_____

_____

III. SELECTION OF PUPILS

1. How are pupils selected for admission to the FLES program?

a. 100% grade-wide ☐

b. Grade-wide with some exceptions ☐

c. Selected pupils ☐

(1) If you check option b, please list the types of exceptions:_____

_____

_____

(2) If you check option c, please describe criteria for selection:_____

_____

_____

2. Do successful pupils continue FLES through grade 6? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

3. Are all FLES pupils retained through grade 6? Yes☐ No☐

If your answer to the above question is NO, please describe briefly your criteria for retention:_____

_____

IV. ADMINISTRATION AND SUPERVISION OF THE PROGRAM

1. Is FLES instruction provided during the normal school hours? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

2. Is provision made for each successful pupil to continue the FLES language in grade 7? Yes☐ No☐

3. Placement of successful FLES pupils in grade 7:

   a. Separate, sequential track ☐

   b. Treated the same as beginners ☐

4. Pattern of FLES Instruction

   a. Itinerant FLES specialist(s) ☐

   b. TV instruction ☐

   c. Elementary classroom teacher(s) ☐

   d. Other:_____

5. Title and publisher-producer of TV series (if applicable):_____

   _____

   _____

6. Name of person directly responsible for the FLES program:

   _____

   Title:_____

7. Responsibilities of the person named above:

	K-6	7-9	10-12
a. Curriculum development	☐	☐	☐
b. Selection of materials	☐	☐	☐
c. Coordination of the FL program	☐	☐	☐
d. Supervision of FL teachers	☐	☐	☐
e. Teaching ___ (No. of) classes	☐	☐	☐

   f. Other:_____

8. Frequency of supervision of FLES teachers:

   a. at least once a month ☐

b. at least once a semester ☐

c. at least once a year ☐

d. other:_____

V. COORDINATION AND ARTICULATION OF THE PROGRAM

1. How do elementary and junior high school foreign-language teachers coordinate their efforts?

a. The FLES teacher also teaches the same language in grades 7-9 ☐

b. Teachers at all levels follow detailed, district-wide curriculum guides ☐

c. FLES and junior high school teachers informally exchange ideas ☐

d. Inter-class visitations are arranged ☐

e. Departmental meetings are scheduled regularly ☐

f. Other:_____
_____

2. Frequency of departmental meetings regularly scheduled to coordinate the FL programs at all levels:

	MONTHLY	BIMONTHLY	AT LEAST ONCE A SEMESTER	ONCE A YEAR
a. All foreign-language teachers, district-wide	☐	☐	☐	☐
b. Teachers by language, district-wide	☐	☐	☐	☐
c. All FL teachers, K-9	☐	☐	☐	☐
d. Teachers by language, K-9	☐	☐	☐	☐
e. All FLES teachers	☐	☐	☐	☐
f. FLES teachers by language	☐	☐	☐	☐

VI. INSTRUCTIONAL STAFF

1.

Language	Teacher	TYPE OF CERTIFICATE (Early Childhood, Common Branch, N-6, N-9, 7-12)	FL Credit Hours	NDEA Institutes Attended

2. Is each FLES teacher's schedule of instructional or other duties reasonable (not to exceed 200 minutes of instruction daily, exclusive of travel time, where applicable)? Yes☐ No☐

3. Is in-service training available locally for FLES teachers? Yes☐ No☐

4. Has each of the FLES teachers taken a FLES methods course? Yes☐ No☐

5. Are the FLES teachers thoroughly familiar with current professional literature and developments in teaching FLES? Yes☐ No☐

6. Do FLES teachers actively participate in professional meetings, formal study, and intervisitation? Yes☐ No☐

7. Have a majority of the FLES teachers spent some time in a country whose language they teach? Yes☐ No☐

8. Do the FLES teachers possess insight into the culture whose language they teach? Yes☐ No☐

9. Teacher oral proficiency in the target language:

	NO. OF TEACHERS
a. Native	☐
b. Near-native	☐
c. Satisfactory	☐
d. Poor	☐

VII. METHODS OF INSTRUCTION

1. Does each presentation allow for maximum participation by each pupil? Yes☐ No☐

2. Is the pace of instruction appropriate to the ability of the pupils and the difficulty of the material? Yes☐ No☐

3. Do the teachers make frequent and appropriate use of gestures and props in their presentation? Yes☐ No☐

4. Are the methods, techniques, and activities of instruction sufficiently varied to maintain pupil interest? Yes☐ No☐

5. Do the FLES teachers provide sufficient repetition, substitution, and simple transformation drills? Yes☐ No☐

6. Are sufficiently detailed lesson and unit plans kept by the FLES teachers? Yes☐ No☐

7. Is each lesson or class session planned around specific and identifiable goals and/or problems? Yes☐ No☐

8. Is there observable evidence of careful preparation for each lesson by the FLES teachers? Yes☐ No☐

9. Is most of the lesson conducted in the foreign language? Yes☐ No☐

   If your answer to the above question is YES, approximately what percent?

   a. 50-70% ☐

   b. 71-90% ☐

   c. over 90% ☐

10. Are pupils assigned and addressed by foreign-language names? Yes☐ No☐

11. Are pupil responses audible to pupils in all parts of the classroom and to the teacher? Yes☐ No☐

12. Do the FLES teachers make skillful and effective corrections of pupil errors of all types? Yes☐ No☐

13. Is there substantially more pupil-talk than teacher-talk? Yes☐ No☐

14. Do the FLES teachers systematically review the basic language skills, the structures, and the foreign-language vocabulary? Yes☐ No☐

15. Is foreign-language vocabulary presented meaningfully and contextually, rather than as isolated lexical items? Yes☐ No☐

16. Is the foreign-language material presented within a structured series of dialogues or basic sentences which are either memorized or near-memorized? Yes☐ No☐

17. Are structure or pattern drills used to present and drill the foreign-language grammar? Yes☐ No☐

18. Are pupils encouraged and guided to select from and vary upon their repertoire of structures and patterns? Yes☐ No☐

19. Are frequent opportunities provided for remedial instruction? Yes☐ No☐

20. Are the available foreign-language and foreign-culture resources of the community exploited to advantage? Yes☐ No☐

21. Are culturally-authentic songs, dances, and games used only as supporting activities for the learning of the foreign language? Yes☐ No☐

22. Are the FLES teachers skilled in preparing and teaching pupils to read? Yes☐ No☐

VIII. MATERIALS OF INSTRUCTION

1. Are commercially prepared materials of instruction being used in the FLES program? Yes☐ No☐

   a. If the answer to the above question is YES, please supply the following information:

LANGUAGE	GRADE	MATERIALS	PUBLISHER

b. If the answer to the above question is NO, please describe briefly the FLES materials of instruction: _____
_____
_____

2. Are the FLES materials coordinated with and do they lead into those used in grades 7-9? Yes☐ No☐

   If the answer to the above question is YES, please give the title and publisher of the materials used in grade 7: _____
   _____

3. Do the course materials reflect the stated objectives of the FLES program? Yes☐ No☐

4. Are all FLES teachers using essentially the same instructional materials? Yes☐ No☐

   If the answer to the above question is NO, please explain briefly: _____
   _____

5. Is the content of the instructional material suitable to the maturity of the pupils? Yes☐ No☐

6. Is the content of the instructional material (texts, audiovisual material, etc.) culturally authentic? Yes☐ No☐

7. Are the FLES classrooms physically equipped for the effective use of audiovisual and electro-mechanical equipment? Yes☐ No☐

8. Is electro-mechanical equipment used to advantage in the FLES program? Yes/__/ No/__/

   If your answer to the above question is YES, please describe briefly:_____
   _____
   _____

9. Are audiovisual materials available in sufficient quantity and quality to ensure realization of the objectives of the program? Yes/__/ No/__/

10. Is an adequate library of current literature on the teaching of foreign languages in general and on FLES in particular maintained for teacher information and growth? Yes/__/ No/__/

IX. PUPIL ACHIEVEMENT

1. Is the overall pupil achievement commensurate with the amount of prior instruction? Yes/__/ No/__/

2. Do pupils understand the spoken language on a level commensurate with the amount of prior instruction? Yes/__/ No/__/

3. Do pupils respond in the foreign language reasonably fluently? Yes/__/ No/__/

4. Do pupils respond with accurate pronunciation and intonation? Yes/__/ No/__/

5. Do pupils read the foreign language meaningfully and without resorting to direct translation? Yes/__/No/__/N.A./__/

6. Do pupils use the foreign language outside of class? Yes/__/ No/__/

X. EVALUATION

1. Has the FLES program been evaluated by an educational agency or a consultant from outside the district? Yes/__/ No/__/

2. Is there a planned program of pupil evaluation? Yes/__/ No/__/

3. Do teachers measure achievement with the same or similar examinations? Yes☐ No☐

4. Are pupils tested in the area of listening comprehension? Yes☐ No☐

5. Is evaluation used to diagnose areas of instructional weakness? Yes☐ No☐

6. Is evaluation used to diagnose pupil learning problems? Yes☐ No☐

7. How are parents informed of pupil progress?

   a. Regular report cards ☐

   b. Special report cards ☐

   c. Other: _____

8. Means of evaluating pupil progress at the end of grade 6:

   a. Standardized achievement test ☐

   b. Locally developed achievement test ☐

9. Purpose of administering achievement tests:

   a. Elimination or retention in program in grade 7 ☐

   b. Placement in program in grade 7 ☐

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APPENDIX D

PUPIL ORIENTATION

I. Discussion: Language Learning

1. In what ways do we use the English language?
   We listen to people talk, we talk to people, we read, and we write.
   Since listening, speaking, reading, and writing are necessary to communicate, let's call these the four communication skills.
2. Do German people use these skills to communicate?
   Yes, they do. In fact, these skills are needed to communicate in any language.
3. Did you know English when you were born?
   No, you did not know any language -- you learned it.
4. Why did you learn English first?
   You have lived in a country where English is the national language. Your family and practically everyone in your community speaks English.
5. What would have happened if you had been taken to Germany when you were a little baby and had been raised by your English-speaking parents in a German-speaking community?
   Most likely you would now be fluent both in English and in German.
6. Which of the four language skills did you learn first? or From your observation of younger brothers, sisters or other children in your neighborhood, how does a small child go about learning his mother tongue?
   Even when less than a year old, a child is beginning to understand some of the things his parents say to him, provided he hears them said often enough. He also learns to associate a particular tone of voice with the meaning of what was said to him. Gestures often add to the comprehensibility of spoken words.
   Soon after, the child begins to imitate some of the sounds he has heard. At first, these sounds may have only the semblance of words, but before long this "baby talk" gives way to intelligible words and sentences. The models for imitation are always provided by other people, such as parents, brothers, sisters, and those with whom the child is in frequent contact. It follows that what a child learns to say and how he says it depends largely upon the models provided for him.
7. Who will provide the model of German speech for you to imitate?
   The teacher will. She will model the German utterances several times and ask you to repeat them and practice them exactly as you have heard them. Tapes and phonograph records will also be used to enable you to hear and imitate the speech patterns of native speakers of German.
8. Can you think of some reasons why we should not be using a textbook for a while, even though you have books in other subjects?
   When you learned to speak English as a small child, you did not need books to express yourself. You knew how to speak long before you learned to read and write. Likewise, when

learning to speak German, it is best to rely on your hearing alone until you have mastered the basic sound system of German. In fact, the written word would tend to "get in the way" of accurate pronunciation because you would be tempted to read the words as though they were in English. For example, if I asked you to read (show on the board), "Diese Butter schmeckt gut," chances are you might say, --(ask for volunteers). Now let's hear how a German would say the very same sentence: (model). Listen once more and repeat after me: (model and repeat). Did you notice that seeing the sentence made it more difficult to concentrate on the correct German pronunciation? Now we'll try another sentence, but this time you are not going to see it. Listen and then repeat after me: (model, then choral repetition) "Meine Mutter trinkt gern Tee." (Point out merit of this approach.)

9. What can you do to keep up with the class?
   In many respects, learning a foreign language is like learning to play a musical instrument. You must practice individually or with a classmate what you have learned in class. In order to be able to practice after class, you must pay close attention and participate wholeheartedly in class. Of course, we shall try to guide your after-class practice and perhaps even to furnish materials to help you practice most effectively.

II. Discussion: The Long Sequence

One of the most persistent problems in foreign language education is the high rate of attrition before pupils reach the end of grade 12. The problem can be partially attributed to uninformed or misguided pupils and parents. No orientation session for FLES pupils and parents should, therefore, be considered complete without a discussion of the aims and objectives of long sequential foreign language learning, including a strong recommendation in the best interest of the pupils for a commitment to continue the study of the same language from elementary school until the end of grade 12.